

Teacher(s): Johnson

Subject: Tools for College Success

Week of: Sep 25 – 29, 2017

Week: 8

| DAY  | PRE-PLANNING  | AGENDA  | INSTRUCTIONAL STRATEGIES  | ASSESSMENT  |
|------|---|---|---|---|
| Mon  | <b>Standard(s):</b><br>ELACC9-10RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.<br>ELACC9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. | <b>Do Now:</b> Guided Instruction ( <i>We do</i> )- What is an I Wonder Question? Why are they important?<br><br><b>Opening:</b> Focused Instruction ( <i>I do</i> )- explain work session requirements; assist as needed<br><br><b>Work Session:</b> Independent Learning ( <i>You do alone</i> )- 3 <sup>rd</sup> reading and generate an I Wonder Question. Complete final revised paragraph<br>Guided Instruction ( <i>We do</i> )- Discuss I wonder questions<br><br><b>Closing:</b> Guided Instruction ( <i>We do</i> )- Have you learned something of value when you go to college? Does any of it have application for high school?<br><b>Power Block:</b> article – main ideas and vocabulary<br><b>Home Learning:</b> | <input type="checkbox"/> Advanced Organizer<br><input type="checkbox"/> Choice Menu<br><input type="checkbox"/> Cornell note<br><input type="checkbox"/> Brain Dump/Mind Map<br><input type="checkbox"/> K-W-L<br><input type="checkbox"/> Carousel Brainstorming<br><input type="checkbox"/> 3 Facts & a Fib<br>X Other <ul style="list-style-type: none"> <li>CISM</li> </ul>           | <b>Formative:</b><br><br>Teacher Observation<br>Q&A<br>I Wonder Question<br>Final paragraph |
|      | <b>Purpose:</b><br>To allow the students to reread the article and generate I wonder questions to deepen comprehension and in preparation for   |   |   | <b>Summative:</b>   |
| Tues | <b>Standard(s):</b><br>ELACC9-10RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.<br>ELACC9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. | <b>Do Now:</b> Guided Instruction ( <i>We do</i> )- What does RAFT stand for when writing?<br><br><b>Opening:</b> Focused Instruction ( <i>I do</i> )- explain work session requirement; assist as needed<br><br><b>Work Session:</b> Independent Learning ( <i>You do alone</i> )- Write an opinion piece (letter to editor/blog post) expressing your concern about the issue. You may take on the role of a student, parent, or educator. Be sure to justify your opinion using information from the article. The response should be 2 paragraphs long.<br><br><b>Closing:</b> Guided Instruction ( <i>We do</i> )- How much value do you get from doing a CISM?<br><b>Power Block:</b> Get a Clue<br><b>Home Learning:</b>  | <input type="checkbox"/> Advanced Organizer<br><input type="checkbox"/> Choice Menu<br><input type="checkbox"/> Cornell note<br><input type="checkbox"/> Brain Dump/Mind Map<br><input type="checkbox"/> K-W-L<br><input type="checkbox"/> Carousel Brainstorming<br><input type="checkbox"/> 3 Facts & a Fib<br>X Other <ul style="list-style-type: none"> <li>CISM</li> </ul>           | <b>Formative:</b><br><br>Teacher Observation<br>Q&A   |
|      | <b>Purpose:</b><br>To provide the students the opportunity to create a blog entry in regard to how they think this problem should be addressed  |   |   | <b>Summative:</b><br><br>CISM – all work associated with the creation                       |
| Weds | <b>Standard(s):</b><br>TCS 3: Students will acquire the attitudes, knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society.<br>b. Develop and implement interpersonal skills to maintain quality relationships, including recognizing and respecting differences within groups.   | <b>Do Now:</b> Guided Instruction ( <i>We do</i> )- Do you listen better while seeing or not seeing?<br><br><b>Opening:</b> Focused Instruction ( <i>I do</i> )- explain work session<br><br><b>Work Session:</b> Guided Instruction ( <i>We do</i> )- Discuss the Listening Slides and then play game of Telephone<br><br><b>Closing:</b> Guided Instruction ( <i>We do</i> )- What does the game tell us?<br><br><b>Power Block:</b> Up Close<br><b>Home Learning:</b>  | <input type="checkbox"/> Advanced Organizer<br><input type="checkbox"/> Choice Menu<br><input type="checkbox"/> Cornell note<br><input type="checkbox"/> Brain Dump/Mind Map<br><input type="checkbox"/> K-W-L<br><input type="checkbox"/> Carousel Brainstorming<br><input type="checkbox"/> 3 Facts & a Fib<br>X Other <ul style="list-style-type: none"> <li>Telephone game</li> </ul> | <b>Formative:</b><br><br>Teacher Observation<br>Q&A   |
|      | <b>Purpose:</b><br>Students will reinforce the importance of being able to listen and how they may improve those skills. Playing a Game of Telephone will reflect the ease at which listening errors can occur.   |   |   | <b>Summative:</b>   |

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| Thurs | Standard(s):<br><br>N/A  | <p><b>Do Now:</b> Guided Instruction (<i>We do</i>) – Report to Lab 126</p> <p><b>Opening:</b> Focused Instruction (<i>I do</i>) – Remind student of Achieve 3000 online procedures</p> <p><b>Work Session:</b> Independent Learning (<i>You do alone</i>) – complete assigned Achieve 3000 reading enhancement exercise</p> <p><b>Closing:</b> Guided Instruction (<i>We do</i>) – Report your activity score</p> <p><b>Home Learning:</b></p>   | <input type="checkbox"/> Advanced Organizer<br><input type="checkbox"/> Choice Menu<br><input type="checkbox"/> Cornell note<br><input type="checkbox"/> Brain Dump/Mind Map<br><input type="checkbox"/> K-W-L<br><input type="checkbox"/> Carousel Brainstorming<br><input type="checkbox"/> 3 Facts & a Fib<br>X Other <ul style="list-style-type: none"> <li>Achieve 3000</li> </ul> | <p><b>Formative:</b></p> <p>Teacher Observation<br/>Q&amp;A<br/>Achieve 3000</p> |
|       | Purpose:<br>To provide students further opportunity to increase their Lexile level on Achieve 3000 online program  |   |   | <b>Summative:</b>  |
| Fri   | Standard(s):<br>TCS 3: Students will acquire the attitudes, knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society.<br>b. Develop and implement interpersonal skills to maintain quality relationships, including recognizing and respecting differences within groups. | <p><b>Do Now:</b> Guided Instruction (<i>We do</i>)- Have you ever just not been able to understand something you are being told (not an education thing)?</p> <p><b>Opening:</b> Focused Instruction (<i>I do</i>)- explain work session</p> <p><b>Work Session:</b> Guided Instruction (<i>We do</i>)- discuss self-expression slides<br/>Independent Learning (<i>You do alone</i>)- Listen to “Abbot and Costello – Who’s On First?”</p> <p><b>Collaborative Learning (<i>You do together</i>)-</b> in pairs, quickly decide why Abbot was not understanding Costello and what clues did he use to show his confusion? (provide info to whole class)</p> <p><b>Guided Instruction (<i>We do</i>)-</b> determine which best explain the problems</p> <p><b>Closing:</b> Guided Instruction (<i>We do</i>)- Has this ever happened to you?</p> <p><b>Power Block: Political Cartoon and Quiz</b></p> <p><b>Home Learning:</b></p> | <input type="checkbox"/> Advanced Organizer<br><input type="checkbox"/> Choice Menu<br><input type="checkbox"/> Cornell note<br><input type="checkbox"/> Brain Dump/Mind Map<br><input type="checkbox"/> K-W-L<br><input type="checkbox"/> Carousel Brainstorming<br><input type="checkbox"/> 3 Facts & a Fib<br>X Other <ul style="list-style-type: none"> <li>video</li> </ul>        | <p><b>Formative:</b></p> <p>Teacher Observation<br/>Q&amp;A</p>                  |
|       | Purpose:<br>Students will gain a better understanding of how to read self-expression and then use that skill to determine what is the problem portrayed in the video and recognize clues that reflect the confusion being reflected.   |   |   | <b>Summative:</b>  |